THE UNIVERSITY RECORD.

University of North Carolina

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I have an ideal for this University. My desire would have it a place where there is always a breath of freedom in the air; where a sound and various learning is taught heartily without sham or pretense; where the life and the teachings of Jesus furnish forth the ideal of right living and true manhood; where manners are gentle, and courtesies daily multiply between teacher and taught; where all classes and conditions and beliefs are welcome and men may rise, in earnest striving by the might of merit; where wealth is no prejudice and poverty no shame; where honorable labor, even rough labor of the hands, is glorified by high purpose and strenuous desire for the clearer air and the larger view; where there is a will to serve all high ends of a State struggling up out of ignorance into general power; where men are trained to observe closely, to imagine vividly, to reason accurately, and to have about them some humility and some toleration; where, finally, Truth, shining, patiently like a star, bids us advance, and we will not turn aside.—President Alderman.

The new HAND BOOK and the Catalogue for 1898-99 have appeared and will be sent to any one applying for them through the President or the Registrar.

The HAND BOOK is very handsomely gotten up, containing some interesting cuts of the University. It is filled with concise information which will be useful to those thinking of entering the University and to friends who wish to present the advantages of a University Education.

The Catalogue shows a total of 623 students made up as follows: Academic 360; Law 69; Medicine 43; Pharmacy 21; and Summer School 147. The Senior Class numbers 57 and is the largest since 1861.

The Faculty, by which after all the strength of the University is to be measured, consists of 21 professors, 5 instructors and 10 assistants or 36 in all. This is exclusive of the Summer School faculty which numbers 25.

THE DEATH OF PROFESSOR MANNING.

In the death of Dr. John Manning, the deeply revered and loved professor of Law in the University, a loss has been sustained which cannot be readily estimated. It is eminently fitting then that much of the space of this number of the RECORD be given to an account of the facts connected with his death and to some of the details of his noble life of service in behalf of his State and his *Alma Mater*.

He died of *angina pectoris* on the night of Sunday, February 12th, in the midst of the most terrible storm of the century. His previous illness had been short, so that this long and useful life closed without prolonged suffering or gradual decay of physical and mental powers. His death came as a great shock to the community in which he lived and to his many friends and pupils throughout the State.

The bitter cold and deep snow prevented the gathering of his family and friends and delayed until Thursday, February 16th, the last sad journey to Pittsboro, his old home, where by the hands of representatives of his law class and of the comrades and friends of his earlier years he was laid to rest beside the loved ones of his family.

MEMORIAL SERVICES.

On the afternoon of Sunday, the 19th, memorial services were held commemorative of this beloved friend, colleague and teacher. The Chapel was filled with faculty, students and townspeople who had come to do him reverence.

President Alderman presided and the services were begun by the singing of the hymn, "Jesus Lover of my Soul" by the University Quartette. Dr. Meade, rector of the Chapel of the Cross, read a selection from the Scriptures and offered prayer. The quartette then sang, "Abide with Me."

The first address was by Dr. Kemp P. Battle who was a class-mate of Dr. Manning and for so many years had been his colleague. He dwelt very tenderly and pathetically upon his life-long intercourse with him and sketched in outline his useful life.

Dr. Eben Alexander made the next address. He spoke of the happy fulfillment of all of life's truest, highest aims as illustrated by such a life—a life made noble by high service and by simple truth and honor.

Professor J. Crawford Biggs, who had been associated with Dr. Manning in the conduct of the Law School, followed Dr. Alexander with some well-chosen words evincing his deep love and respect for him who had been both his teacher and co-laborer. He said that the great affection which his pupils have always had for him has been due to the interest he has taken in their welfare. He always followed them in life as a father does a son. He was more than a teacher of law: by his daily life he gave them inspiration to seek for what is good and noble.

Mr. J. F. Newell of the Law Class then presented the resolutions adopted at a meeting of the class. Mr. Newell accompanied them with a touching account of the anxiety felt by the class during the days of his sickness and of their overpowering sense of loss yet without the full realization of all that it meant to them. He too bore testimony to the watchful interest shown by Dr. Manning in his students both while under his instruction and after they had passed out into life.

The last speaker was President Alderman. He spoke of the affection of the University and the State for Dr. Manning. His life was an epitome of all that the grand term gentleman should mean. The secret of his success as a teacher was his sympathy, his unfeigned love for those who came to him to be taught, and as

a teacher he would longest be remembered.

The service closed with prayer by Dr. Meade.

Sketch of his Life.

Dr. Manning was born in Edenton July 30th, 1830. His father was a captain in United States and then in the Confederate States Navy. His mother, Tamar Leary, was a daughter of one of the oldest and best families of Chowan county. She had two children, the elder, John, named after his father, and the younger, Joseph A., a physician, who died in 1860, named after his grandfather, Joseph Manning, a merchant of Edenton.

John was prepared for college at a military school in Norfolk, to which city his parents removed when he was a boy. He entered the University of North Carolina in 1847, and graduated with honor in 1850. While there he was very popular, and of exemplary behavior. He was a communicant of the Episcopal Church and one of the best singers in the first choir of the Chapel of the Cross.

After graduating he, as captain's clerk, sailed on the U. S. brig, Bainbridge, for a cruise along the coast of South America. When the vessel was ordered to Africa he returned to America, not liking a sea-faring life.

Choosing the profession of law he studied under his kinsman, John H. Haughton, in Pittsboro. He showed such ability and industry that his preceptor offered him a partnership. It was not long before his senior removed to Craven county and Manning fell heir to his large practice. In 1856 he married Miss Louisa Hall, the daughter of Dr. Isaac Hall, of Pittsboro, and grand-daughter of a judge of the Supreme Court, John Hall of Warrenton.

He managed his large practice with ability, gaining the reputation of being learned, careful, fair, courteous and eloquent. He declined to go into politics, but often made speeches advising the people against secession as a remedy for their wrongs. But when the Civil War broke out, he went with his section.

He volunteered in the Chatham Rifles and was elected 1st Lieutenant. Then he was promoted to be adjutant of the regiment, and was with it at Yorktown. Here he was notified of his appointment by Judge Asa Biggs as receiver under the sequestration laws. He held this position throughout the war.

About the time of his volunteering he was elected to the Convention of 1861, and was an active and influential member, voting for all measures looking to a vigorous prosecution of the war. When peace was declared he turned diligently to his practice. In 1870 he was elected to Congress by a flattering vote and served one term with great acceptability. His speech against the Force bill, which was aimed especially at the South, was so cogent as to be circulated as a campaign document in the North and West.

He was called on by his people to serve them as a delegate to the Constitutional Convention of 1875. He added to his reputation as a sound and broad-viewed statesman. In 1881 he accepted a nomination to the lower House of the General Assembly and was elected. Here he had the opportunity to serve his *alma mater* by aiding in getting the first annual appropriation ever received from the State. He was appointed by the General Assembly one of the Commissioners to revise the statute laws of the state. The result of their labors was "The Code," a masterly work.

He was also chosen in 1874 as a Trustee of the University, and held this position for twenty years. He was very active in reviving the institution, serving on important committees and being a liberal contributor in aid of its treasury.

In 1881 the Trustees of the University surpris-

ed him by unanimously electing him Professor of Law. He accepted the position. and by his learning and the luminousness and thoroughness of his teaching, increased the law school from seven in 1881 to eighty-seven in 1898. He was extremely beloved by his students and infused into them his high sense of honor, and his faithfulness to duty.

In 1883 the Faculty and Trustees of the University by unanimous vote conferred on him the degree of Doctor of Laws.

Dr. Manning was a most lovable man—warm hearted, hospitable, generous, charitable in word and deed, in all senses a Christian gentleman. He was from boyhood a faithful son of the Church. He served her in all capacities allowable to a layman—of Vestryman. Senior Warden, Superintendent of Sunday School, Lay Reader, member of the Diocesan and General Convention. Those who have heard him read the service will never forget his sonorous voice, appropriate intonation and the deep reverence of his manner. Undisturbed by speculations of science, or the criticisms of learned oriental scholars, he was an old-fashioned believer in the Bible, and an humble follower of Christ.

RESOLUTIONS OF THE TRUSTEES.

"Mr. R. H. Battle, secretary, announced the death of Hon. John Manning, Professor of Law at the University, which occurred at Chapel Hill on the night of the 12th inst., and thereupon submitted the following resolutions, which were adopted :

Resolved I. That the Trustees of the University have heard of the death of Professor Manning with profound sorrow. They realize that his ability and learning in the law, his proficiency and aptness as an instructor, his urbanity of manner and dignity of bearing, and his high character in public and private life as a gentleman and a Christian gave him a decided influence for good upon the young men who composed his classes, and made him a valuable member of the faculty ; and that therefore in his death the University and the State have sustained a great loss.

Resolved II. That the Trustees personally sympathize with the afflicted family of Dr. Manning.

Resolved III. That a minute of these proceedings be spread upon the records by the secretary, and that he send a copy of these resolutions to Professor Manning's afflicted widow."

RESOLUTIONS OF THE FACULTY.

"The Faculty of the University of North Carolina record with deep sorrow and with a profound sense of loss the death of their honored colleague, the Hon. John Manning, LL.D., Professor of Law, 1882—1899.

A long, noble and useful life has ended, and another great servant of the University has passed to his rest. Dr. Manning rendered distinguished service to his State as a lawyer, a legislator and a jurist. He wore about him the graces of a gentleman, the charm of a cultured mind and the flower of high Christian manhood. He was a good father and husband, a good citizen and loyal friend, and a wise counsellor. As a teacher he was patient in preparation, orderly in arrangement, strong and lucid in exposition and never-failing in sympathy and love. His fame as a teacher of the law will longest endure, for it was his greatest as well as his last service to his kind. His conception of the teacher's office was one with that of Mark Hopkins, the Storys and the Arnolds of the world. He held personality to be greater than method. He loved his pupils and he loved the law and his work, while beyond and above the text book, the lecture, the class-room, stood his clean, wholesome, up-

right, unselfish life, impelling men to obedience and winning them to love. The University mourns his loss as a lifetime friend and a devoted servant who reflected honor upon her teachings and whose highest desire and whose happy fate it was to serve her faithfully and well to the end.

E. A. ALDERMAN, (ex officio)
K. P. BATTLE,
J. CRAWFORD BIGGS,
Committee.

RESOLUTIONS OF THE LAW CLASS.

At a meeting of the law students of the University of North Carolina, held on the 18th day of February, 1899, it was unanimously

Resolved, That in the death of our beloved Professor, Hon. John Manning, LL. D., the State has lost a most eminent and valuable citizen, the University a most able and estimable member of its faculty, and the law school a teacher of varied learning, unexcelled power of imparting instruction and arousing enthusiasm in his students, coupled with such kindly interest in their welfare as filled them with the profoundest admiration and love.

Resolved, That the memory of the character so pure and lofty, a nature so abounding in charity of thought, of speech and of action, endowed with all the Christian graces, should be a shining light to guide the feet of all the children of the University and especially the students of the Department of which he was so long the honored head.

Resolved, That the members of the Law School tender to his bereaved family their deepest sympathy in this their hour of sore distress.

Resolved, That with the consent of President Alderman, these resolutions be read at the Memorial Meeting to be held to-morrow afternoon, and a copy be sent to Mrs. Manning.

RESOLUTIONS OF PHILANTHROPIC SOCIETY.

Whereas, God in His infinite mercy has seen fit to take from among us one who was beloved and honored not only by his Society, but also by his University, his State, and his Country, we, the members of the Philanthropic Society, while bowing in humble submission to the call of Almighty God and realizing our great loss in the death of Doctor Manning, know that the example of his noble life will continue in the future to exert an influence upon our lives even as it has in the past.

And whereas, we the members of the Philanthropic Society having gathered together out of respect and in memory of Dr. Manning, our esteemed Professor of Law, have hereby drawn up the following resolutions :

Resolved 1, That this Society as one extend to the sorrowing family their deep and most sincere sympathy.

Resolved 2, That our Hall be draped until after commencement.

Resolved 3, That a copy of these resolutions be sent to the family.

Resolved 4, That these resolutions be spread upon the records of the Society, and be published in the *Tar Heel*, *University Magazine* and State papers.

J. H. PRATT, Chairman,
E. D. BROADHURST,
A. J. BARWICK,
J. F. STOKES,
J. K. DOZIER,
Committee.

A FORMER STUDENT'S TRIBUTE.

As one of the many law students who were honored with the advice, friendship and instruction of the late Dr. John Manning, Professor of Law in the University of North Carolina, I desire to inscribe this humble tribute to the

memory of one of the noblest and purest men the State of North Carolina has ever produced. He was a man among men—a true type of Southern manhood.

From an acquaintance with Dr. Manning of several years, as a student in the law department and subsequently as instructor of law in the University of North Carolina, it was my privilege and good fortune to come in contact with a character which revealed itself to me in spotless integrity, unblemished purity and surpassing manliness. The contemplation of such a life, so full of usefulness and honor, ought to be a source of inspiration and an object of emulation for the young manhood of North Carolina. His frankness, his decided convictions, his courage and honesty in the expression of his convictions, his love for truth and abhorrence for deceit and hypocrisy, his tireless energy, his indefatigable industry, his genial nature, his generous impulses, his tender and sympathetic feelings, his commendable dignity—and over and above all his noble Christian character—these virtues and such as these made him the great and good man that he was, and are indelibly impressed in the minds of those who knew him.

He was an ornament to the legal profession which he at all times insisted was one of very great dignity and honor.

As Professor of Law at the University, his services to the State cannot be overestimated. He was particularly qualified for such a position. As an evidence of his success as a teacher of law, the hundreds of men who were prepared by him for the bar will testify.

To his industry, energy, zeal and ability the law school of the University of North Carolina is a monument, but I would suggest that his law students erect a monument to his memory, which shall stand as the years pass by, as a token of their esteem and love for Dr. Manning.

THOS. D. WARREN.

ANNUAL REPORT OF THE PRESIDENT.

TO THE BOARD OF TRUSTEES :

I have the honor to submit herewith my third annual report as President of the University. Separate financial statements showing in detail the financial condition of the institution have been furnished to the General Assembly and to the Treasurer of this Board.

During the year two of our Trustees have died, Colonel Albert B. Gorrell, of Winston, a graduate of the institution, class of 1862; and its devoted friend Mr. John W. Starnes, of Asheville. I desire to bear testimony to the unfailing interest and zeal for the welfare of the University everywhere displayed by these two gentlemen.

I have to announce, too, with profound sense of loss, the death of Hon. John Manning, LL. D. Professor of law at the University since 1882. Dr. Manning won genuine fame at the University as a true teacher, patient in preparation, orderly in arrangement of his material, strong and lucid in exposition and never failing in unselfishness, sympathy and love for his pupils. He set a high standard for his great office and no more solemn duty devolves upon this Board than the selection of his successor.

DEPARTMENTS AND FACULTY.

The University comprises the following departments :

1. The College.
2. The Law School.
3. The Medical School.
4. The School of Pharmacy.
5. The Summer School.

The teaching force at work in these departments consists of the President and seventeen full professors, one associate professor, two assistant professors, four instructors, seven assist-

tants and five officers, thirty-seven officials in all. The Summer School comprised twenty-one instructors, making a grand total of fifty-eight instructors, in all departments. Since my last report, Professors M. C. S. Noble and James Crawford Biggs have entered upon the duties in the departments of Pedagogy and Law, respectively, and Mr. Archibald Henderson has succeeded Mr. George P. Butler as Assistant in Mathematics.

The University has been faithfully and enthusiastically served by the gentlemen of the Faculty in and out of their departmental work. In this connection I wish to thank the gentlemen of the Board for their kindness in granting me a leave of absence to make a journey across the sea, and also to express my obligation to Professor J. W. Gore, who as Dean of the Faculty administered the affairs of the University wisely and faithfully during my absence. The journey was full of benefits to me both physically and mentally, and, I trust, will prove not without good results to the University.

REGISTRATION OF STUDENTS, 1898—99.

Courses:	A.B.	Ph.B.	S.B.	Litt.B.	Opt.	Total.
1st Year	32	43	20		32	127
2nd Year	16	32	23		36	109
3rd Year	19	24	8	1	2	54
4th Year	36	12	9			57
	105	111	60	1	70	347
5th Year	Special (in Chemistry)					1
	Graduate Students					14
						362
Law, Summer,	40					
Fall and Spring	43					
		83				
Medicine,		43				
Pharmacy,		21				
		147				147
						509
Less duplicates						18
						491
Summer School						149
						640

BY COUNTIES, the students represent 85. The largest represented are Orange 35, Forsyth 26, Mecklenburg 13, Wake 20, Johnston 13, etc.

BY STATES, the students are from North Carolina 455, Connecticut 2, Georgia 1, Iowa 1, Massachusetts 1, New Jersey 1, New York 1, Pennsylvania 2, South Carolina 11, Tennessee 3, Texas 1, Virginia 2 and District of Columbia 3.

That is, from North Carolina	455
Other States	36
	491

In 1857—58 the ante-bellum high-water mark period, 451 students were drawn from every southern state and those from North Carolina numbered only 299 or 63 per cent. of the whole. Out of 491 students today 455 are from North Carolina, being 93 per cent of the whole, a larger percentage according to United States Government statistics than in any other University in America.

The University, it would seem, is doing its full duty by North Carolina. We still lead the South in the number of Academic students and are fifth in total enrollment. 277 students out of 347, the total number of academic students, are pursuing the regular courses leading to the degree of A.B., Ph.B., and S.B. That is, eighty out of every hundred students are in courses leading to degrees. The Senior Class numbers 57 members, the largest Senior Class since 1861.

The total number of students receiving instruction in the University proper during the last two years is 999 and the total number including Summer School is 1, 332. While all classes of our population attend the University, it is interesting to note that three-fourths of this small army of youths seeking to fit themselves for life, are the sons of poor men, or are here as the result of sacrifice, borrowed money or labor done while here. A large number of them are the

sons of men who have never known the advantage of college training. Thus, while the old family stocks which have builded our civilization in the past are kept strong and fit, there is a constant stream of good material sent out into the State to become the heads of cultured homes, to bear testimony to their communities, and to be a service to the State. In such ways is developed the true aristocracy of republics—character enriched by learning.

Nine young women have been enrolled in the University this year. With one exception they are all graduates of higher institutions for women. Two are Bachelors of Arts of Smith College, Massachusetts, and are candidates for the Master's degree. The Colleges for women represented are the State Normal College, Elon College, Norfolk Female College, Winthrop Normal College, Danville Female College and the Convent of the Sacred Heart in New York. The work done by these students has been exceedingly creditable.

The present regulation in regard to the admission of women reads as follows: "*Resolved*, That the post graduate courses at the University be opened to women under such regulations as the Faculty may prescribe." This regulation is ambiguous in meaning, and I suggest the following as a substitute: "*Resolved*, That advanced instruction at the University be open to women who have graduated in the departments in which they seek instruction at some higher institution, under such regulations as the Faculty may prescribe."

It is a pleasure to note that there has been no serious sickness among the students this year, and to bear testimony to the general courtesy, manliness and good behavior of the student body. Courtesy and respect for others prevail in the University. Whenever there is any departure from this spirit I find it limited to a mere fraction of the body who have not quite outgrown the lawlessness of undisciplined youth and the nursery point of view.

The students have prospered in their athletic affairs and in their literary and forensic contests.

The religious life of the University has been greatly vitalized by the presence here at monthly intervals of the Preachers to the University. I submit the following names for this service for the year 1898-99 and ask that the election be ratified:

December 3—10, 1898, Dr. Peyton Harrison Hoge, Wilmington. February 4—11, 1899, Dr. Rodney Rush Swope, Biltmore. March 4—11, 1899, Rev. Howard Rondthaler, Salem. April 1—8, 1899, Dr. Samuel B. Turrentine, Charlotte. April 30—May 6, Rev. Junius Millard, Baltimore, Md.

Professional Schools.

One hundred and forty-seven men have attended the professional schools this year, being an increase over last year of seven. The numbers are: Law 83, Medicine 43, Pharmacy 21.

The Law School has been enabled to increase greatly its usefulness by the accession of Mr. Biggs, as Assistant Professor, who has shown himself competent and skillful. And while its numbers have not increased it is believed that its numbers will grow in the coming year. The action of the Supreme Court in establishing the written examination as a test for the license has given new vigor to the school, and I may add, new dignity to the profession. For some years I have thought that the quality of men entering the law in the matter of general culture and mental training was deteriorating. I hope that this wise movement by increasing difficulties of entrance will elevate the whole idea of preparation for the legal profession. It

is eloquent testimony to the effectiveness of the Law School that 19 out of the 20 recipients of license this year were from the University and 17 were from the Class of '99.

THE MEDICAL SCHOOL maintains a healthy growth. Great improvement has been made in the Pathological Laboratory and the Dissecting Hall, which have facilitated the work of instruction. Twenty-one out of the 43 members of the department are in the second year, which is a favorable indication of the genuine character of the work done in the school, for it is always to be remembered that it is a Medical School and not a degree-giving College of Medicine. The courses given in the School are now recognized by almost all the diploma granting colleges. The repeal of the dissecting law jeopardizes the existence of this School, for without dissecting material it will be necessary to close the School.

THE SCHOOL OF PHARMACY enters its second year of life under prosperous conditions. Its numbers exceed those of the Pharmaceutical departments of Vanderbilt and Charleston, and in materia medica specimens and in equipment for practical work it is now among the best in the South. If the State Board of Pharmacy shall see fit to recognize its diploma its power will be greatly enhanced.

I recommend that the usual sum of $600.00 be appropriated to the maintenance of the Summer School which is doing an important service to the educational life of the State. The most progressive teachers of the State gather at its annual session and under the able management of Professor M. C. S. Noble it may be expected to increase largely its area of patronage.

THE LIBRARY.

The library is the center of mental activity in the University. The building has been greatly improved, but a real need exists for a modern building, fire-proof and containing rooms for a classical and historical museum. Additions to the library last year reached 592 volumes. Only 29 of these were given by private individuals. Here, at least, is a place in the University where alumni of moderate means and loyal purposes might render great service to *alma mater* by individual gifts of books costing very little money but going to swell the efficiency and volume of the collection. An inspection of the libraries of the great colleges of the country reveals the fact that a great percentage of the books are gifts of the alumni whose names are stamped in them, and thus a noble memorial of themselves is erected and a permanent good is done.

REPORTS OF THE PROFESSORS.

I submit herewith the reports of all the professors setting forth their works and their needs. These needs are of two general classes:—better equipment in laboratory and seminary and additional instructors in the work of teaching. Speaking from the intellectual standpoint, any institution of learning is judged finally by its advanced work, by its power to infuse into the choice spirits who gather within its walls a love of truth and a power to find it, and apply it. This high work of inspiration cannot be done by drudges. It must be done by men who have some leisure, some time to think and work, and climb higher on the heights, and some freedom from petty worries and labors. The thinker and student are sometimes laughed at in this busy world as if they were drones in the hive. But I deem him the master worker who shuts out from his gaze the world and its material things, and follows after truth and knowledge and theory, if you will. All the great benefits of society have come from the labors of such men. The world of things is built upon the

bases of truth discovered by them. I beg that you will take care to see that our professors have this opportunity to grow fuller and richer in knowledge day by day.

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During the last two years loans have been made from the Deems Fund to fifty-eight students. The total amount of the Fund is $19,065. 40. Amount on hand $1,946.79. The University derives no income from the fund. It was established by the Rev. Chas. F. Deems, D.D.,LL.D., as a memorial to his son, Lieutenant Disosway Deems, and was greatly augmented by the munificence of Mr. William H. Vanderbilt. The fund is loaned, both interest and principal, to students in the University, on note, with security, at six per cent. As fast as payments are made new loans are made, thus continually adding to the principal fund.

The following gifts have been received since my last report:

1. One Scholarship given by James D. Murphy, '81, of Asheville.

2. Potter Collection of Medical books and instruments by Mrs. F. W. Potter, of Wilmington.

3. Handsome Globe for Library, by Phi Kappa Sigma Fraternity.

I have to report that the foundation of Alumni Building is completed and presents a very beautiful and imposing appearance.

The Treasurer's statement of funds available shows that there is not sufficient money on hand to carry this needed work to completion. It will take $16,000 to enclose it, and protect it from the weather. I should be glad to have the sense of the Board in regard to some feasible method of securing this sum.

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I desire to express my profound appreciation of the uniform confidence reposed in me by the Board and their unvarying kindness, helpfulness and interest.

EDWIN A. ALDERMAN,
President.

WATER SUPPLY.

The Chemical laboratory was the only building supplied with water previous to 1892. A small tank and a hand-pump with pipe connection, etc., constituted the equipment.

During the Summer of 1893 the first attempt was made toward providing the water necessary for all the laboratories and for the comfort and health of the students. A large well was depended upon for the supply, from which it was pumped by steam into iron tanks of 15000 gallons capacity located in the attic of the South Building, thence distributed to the laboratories and bath room located in the basement of the Library. The supply at first was barely sufficient and it was soon found necessary to enlarge and draw from another well. The growth of the institution and consequently the increased demand for water has made the enlargement of the plant imperative.

The General Assembly of 1899 recognizing its obligation to develop and maintain the institutions of the State appropriated the sum of seven thousand five hundred dollars to establish at the University an adequate system of water works. This sum given by the General Assembly will be used to provide sufficient water, enlarge the present plant so as to afford protection to our buildings against fire, and extend the system of sewerage.

To this end it will be necessary to equip a steam pumping station at one of the two streams, distant one and a quarter to one and a half miles

from the buildings and force the water into a large tank or tanks located on the highest available ground, from which it may flow by gravity to the bath room, and into one of the large wells we now use, should they fail to furnish enough water for the laboratories

The amount appropriated is not sufficient to make this water supply all that is needed and all that we have wished. Still much can be done to improve the property of the State and add to its security. It was a wise and necessary act to appropriate this money.

THE ELECTION OF JUDGE SHEPHERD TO THE CHAIR OF LAW.

The Alumni and other friends of the University will be gratified to know that Judge James E. Shepherd has been chosen as the head of the University Law School.

The position is not an easy one to fill. For any worthy successor of the lamented Dr. Manning must possess a profound knowledge of the Law, along with a remarkable degree of sympathy for his students and the power of gaining their affection: not to speak of the courtly manner and kindly courtesy which made the late incumbent of the Chair of Law a charming figure in society.

We repeat, the position is difficult to fill, and for that very reason, the election of Judge Shepherd is in every way wise and fortunate.

Endowed with intellectual gifts of a high order, from the beginning of his career he has applied himself to the study of his profession with intense devotion. Success was therefore for him inevitable.

By his work as Judge of the Superior Court, Justice and finally, Chief Justice of the Supreme Court of the State, he has gained the esteem and admiration of his professional associates, and we may add, of all who know him. And so he stands to-day easily in the front rank of gifted and successful lawyers.

In Chapel Hill he is no stranger. The success of his enthusiastic teaching in the Summer Law School foreshadows the larger success which he will attain as head of the University School of Law.

The students know him to be their friend and the whole community will welcome him as a man of learning and an admirable gentleman.

COMMENCEMENT PROGRAMME.

Baccalaureate Sermon, Sunday, May 28
by Rt. Rev. Hugh Miller Thompson,
Bishop of Mississippi.

Address before the Law School
on Monday, May 29,
by Hon. Henry Groves Connor,
Late Speaker House of Representatives.

Address on Wednesday, May 31
by Doctor Nicholas Murray Butler,
Dean of the Faculty of Philosophy in
Columbia University.

Dr. Butler is one of the foremost teachers and scholars in America.

He is an able exponent of the best thought in the educational world and as author, editor, executive and lecturer has made a lasting impression on the thought of his time.

He will be remembered as representing Columbia University at the inauguration of the President in 1897. Those who heard his charming address on that day will not need to be assured that he will instruct and delight his auditors of the Commencement occasion.

REPRESENTATIVES AT COMMENCEMENT.

Dialectic Society: G. N. Coffey, T. T. Allison, A. R. Berkeley.

Philanthropic Society: D. P. Parker, N. E. Ward, A. J. Barwick.

GEORGIA-CAROLINA DEBATE.

The third annual debate in this series was held at Athens, Ga. on March 17th. The debaters representing the University of Georgia were Messrs. J. L. Tison and P. H. Doyal, while those for the University of North Carolina were Mr. E. D. Broadhurst, of Goldsboro, and Mr. T. C. Bowie, of Obids.

The question was; "*Resolved*, that United States Senators should be elected by a direct vote of the people." The affirmative side of this query fell to the University of Georgia, the North Carolinians taking the negative. The Judges of the debate were Hon. Porter King of Atlanta, Hon. W. S. Miller of Abbeville, S. C., and Prof. H. W. Smith of Rome, Ga.

The debate was awarded to the representatives of North Carolina and many pleasing and complimentary things were said as to the excellence of their speeches.

CLASS REUNIONS.

It is proposed to make class reunions a feature of the future commencements and this should prove one of the most interesting and attractive features to visiting alumni. The class of 1879 has asked for some fitting place in the programme of this year and it is expected that the class of 1889 will also hold its meeting. The custom, which will be followed, is that the reunions be every five years. Thus in 1899 the classes of 1894, 1889, 1884, 1879, etc., would meet. In 1900 those of 1895, 1890, 1885, 1880, etc. Arrangements will be made for a suitable place upon the Commencement Programme. There should be a history given of each class and its achievements, and adinner or banquet together would add to the enjoyment of the occasion.

DR. MANNING'S LAW NOTES.

Dr. Manning had practically completed before his death the publication of his Commentaries upon the First Book of Blackstone. This is the outcome of more than sixteen years of labor on the part of this great teacher of the Law. The treatment of the subject is from the standpoint of North Carolina law and the citations are from North Carolina statutes and decided cases. The book will appear about the end of May.

CLASSES OF 1850 AND 1877.

It is proposed to publish in each number of the RECORD the names of graduates in one or two classes, with such dates and other facts as are known. This is done in the hope that corrections and additional facts will be sent to us. The place given after each name was the residence at the time of graduation; the latest known address is placed last, if different from that.

1850. *

Blake, Joel Clifton, Miccosukie, Fla. Planter. Capt. C. S. A. Born 1831, killed at Gettysburg, 1863.

Cain, James Frederick, Orange County. Physician. Durham, N. C.

Caldwell, Julius Alexander, Salisbury. Physician.

Carrigan. Alfred Holt, Alamance County. Born 1828. Lawyer and planter. Gen. Assem., Ark. Member Convention, 1861. Lieut.-Col. C. S. A. Washington, Ark.

Chambers, Edward Coke, Montgomery County. A. M. Born 1831. Gen. Assem., Tenn. Teacher. Blooming Grove. Texas.

Gorrell, Julius LaFayette, Greensboro. Dead.

Hairston, Robert Andrew, Lowndes County, Miss.

Hardin, Henry, Raleigh. Presbyterian Minister. Dead.

Hawkins, Madison, Louisburg. Merchant. Died May 26, 1893. Henderson.

Hill, John, Wilmington. Physician. Dead.

Hines, Richard, Jr., Raleigh. Tutor, U.N.C., 1852—'54. D.D. Episcopal minister. Dead. Memphis, Tenn.

Huske, Benjamin Robinson, Fayetteville. Maj. C. S. A. Wounded at Seven Pines June 25, and died July 15, 1862.

Johnston. William Henry, Tarboro. Born 1830. Tutor, U, N. C. Trustee. Lawyer.

Kerr. Washington Caruthers, Guilford County.

——* All of the graduates of 1850 received the degree of A. B.

A.M., Ph.D., LL.D. Born 1827, died 1885. Professor, Davidsou College. Lecturer on Geology, U. N. C. State Geologist, 1869—'84. Author of Geology of N. C. etc.

Manning, John,Jr., Norfolk, Va. A.M., LL.D. Born July 30, 1830, died February 12, 1899. Gen. Assem. Adjutant. C. S. A. Receiver under sequestration laws. Member Conventions 1861 and 1875. Member of Congress, 1871—'73. Commissioner to codify statute laws of N. C., 1881. Professor of Law, U. N. C., 1882 '99. Chapel Hill, N. C.

Mendelhall, James Ruffin, Jamestown.

Sanford, Robert Halliday, Fayetteville. Born 1832. C. S. A. Teacher. Dead.

Settle, Thomas, Rockingham County. Born 1831, died Dec. 1, 1888. Lawyer. Gen. Asssem., 1854—'59. Presidential Elector, 1856. Capt. C. S. A. State Solicitor, 1861. Speaker State Senate, 1865. Judge Supreme Court, 1868—'71 and 1873. Minister to Peru, 1871. President Rep. Nat. Convention, 1872. Judge U. S. District Court of Fla., 1877—'88.

Small, Joseph William, Pittsboro. Dead.

Smith, Richard Lawrence, Scotland Neck. Born 1827. Capt. C. S. A. Dead. Florida.

Whitfield, Richard Henry, Demopolis, Ala. Born 1830. M. D. Univ. of Penn. Surgeon C. S. A. Druggist. Meridian, Miss.

Whitfield, Samuel Erwin, Aberdeen, Miss.

Whyte, William Joseph, Chapel Hill. Born 1831. Mobile, Ala.

1877.

Baker, Julian Meredith, B.S., Tarboro. Physician.

Fremont, Frank Murray, B. S., Wilmington. Lumber business, Georgia. New York City.

Phillips, William Battle, Ph.B., Chapel Hill. Ph.D. Professor Agricultural Chemistry and Mining, U. N. C., 1884—'88. Professor Geology and Metallurgy, U. of Ala. Author of works on mining, iron and steel industries, etc. Editor of *American Manufacturer and Iron World*, Pittsburg, Pa.

Powell, Joseph Clay, B.S., Tarboro. Planter.

Taylor, James Cole, B.S., Chapel Hill. Railroad business, Ohio. Metallurgist, Kansas. Chapel Hill, N. C.

ALUMNI NOTES.

J. E. Little,'98, is teaching school at Matthews, N. C.

Thos. W. Strowd, '89, has a good school at Union Ridge, N. C.

Charles W. Briles, '96, is Principal of the Slidell High School at Slidell, Texas.

E. P. Carr, '96, who has been pursuing postgraduate studies at Harvard now holds the position of Assistant in Philosophy there.

L. C. Van Noppen, '92, delivered January 4—February 8 six lectures on Dutch Literature at Columbia University, N. Y.

Geo. G. Stephens, '96, has left the Life Insurance business which he had made such a success and gone into the Real Estate business.

Charles H. White, after spending the summer engaged upon the work of the U. S. Geological Survey is now assistant in Metallurgy and Mining at Harvard University.

Rev. M. McG. Shields, '86, pastor of the Gastonia Presbyterian church, in sending his subscription writes; "I am intensely interested in everything that concerns the University, our beloved *alma mater*."

R. H. Wright, '97, of Oak Ridge School read a paper at the meeting of the North Carolina Association of Academics held in Raleigh December 28 and 29, 1898, on "Foot ball as a School Game."

Major Robert Bingham, '57, Superintendent of Bingham School, Asheville, read a paper upon "A study of Some English Words."

J. W. Canada, '96, Superintendent of Chapel Hill High School, read a paper at this meeting on "The Teaching of English in our Academies."

Holland Thompson, '95, Principal of the Lexington High School, is vice-president of this Association and read a paper on "Collections."

W. T. Whitsett, '90, Superintendent of Whitsett's Institute, was Secretary and Treasurer of this Association. He held the same position in the Teachers' Assembly for 1898.

In the next issue there will appear a list of corrections and additions to the article upon the "University in the Public Service." The editors will be glad to receive any communications from the alumni upon the subject.

H. B. Ward, ex-'99, writes: "After leaving college I spent two years in a college of pharmacy in Baltimore, graduating in 1898 and I am now practicing pharmacy in Ellisville, Miss. I often recall to mind the time spent at U. N. C. and shall always cherish most fondly the memories attached thereto. Best wishes always for the dear old college."

The Rev. St. Clair Hester is an example of a man who attains success in early life. Just turning thirty, he is rector of one of the largest Episcopal parishes in Brooklyn and one of the leading parishes of the whole country. The list of communicant members is upwards of eighteen hundred, and the house of worship, large and striking, is recognized as one of the strongholds of the Episcopal Church in the eastern part of the United States. The young head of this

great parish is a graduute of the General Seminary, in Chelsea Square, this city, and was made deacon by Bishop Potter in 1893. He was graduated from the University of North Carolina in 1888, and took the degree of M. A. from the same institution in 1890.—*N. Y. Times*, Jan. 1.

SUMMER SCHOOL PROGRAMME.

The sixth session of the University Summer School will begin Tuesday June 20th, 1899 and close Saturday July 15th, following.

The corps of instructors will include more than twenty carefully selected specialists from the faculties of the University of North Carolina, Teachers College, Columbia University of New York, the North Carolina Normal and Industrial College, Peabody Normal College of Tennessee, State Normal College of Maryland, and the city schools of Raleigh, Wilson, Goldsboro, Greensboro, and Charlotte.

Among the instructors who come from other States are Prof. R. R. Reeder, Teachers College, Columbia University, Prof. Wickliffe Rose, Peabody Normal College, Prof. Wm. C. A. Hammel, Maryland Normal College, Dr. Jaques W. Redway, F. R. G. S., the eminent geographical author and writer and Prof. W. S. Currell of Washington and Lee University.

The School will comprise two departments:

The Academic Department and The Department Pedagogics.

Thirty-four carefully arranged courses will be offered:

These courses are for the special benefit of young men and women desiring University education, and for teachers seeking stronger academic equipment. The courses in Latin, German, French, Geometry and Trigonometry will be the same in grade of work as those offered in the Fall Term of the University.

In this department the object will be to seek the pedagogic basis of correct teaching, to develop for teachers an orderly, consistent educational doctrine, and to exemplify practically the Scientific methods of teaching such subjects as are found in the modern school curriculum.

The opportunities offered this year for professional improvement are better than ever before and are especially valuable for those preparing to teach as well as for those already in the work. Teachers wishing to prepare for State or County examinations will find instruction specially arranged for them.

CARR HALL.

If we were to say that the generosity of an alumnus has made possible the erection of a new dormitory, it would be unnecessary to mention the name of the donor ; everybody would know that it is Julian S. Carr. But the University wishes to mention his name, and to render grateful thanks for this new evidence of his love for his *Alma Mater*, added to the many of past years.

Colonel Carr has done what it was the duty of the State to do. The new building will supply rooms for many students who have been forced to find such quarters as they could, often unadvisable, here and there in the village.

Its location has not yet been decided ; it is probable that it will be placed a short distance east of the Library.

NECROLOGY.

Batchelor, Kemp Battle. Matriculated from Raleigh, 1887; M. D. University of Maryland 1889; Settled in Baltimore. Born Mar. 7, 1867; died Dec. 24, 1889.

Braswell, Thomas Pleasant, Battleboro, Ph.B., 1896. Born Nov. 22, 1875; died Nov. 10, 1898.

Brooks, William M., Chatham Co., A. B., 1860. Teacher in N. C., S. C. and Miss. Born Dec. 23, 1833; died in Lincoln Co., N. C. Dec. 15, 1898.

Cole, Hugh Laing, matriculated from Newbern. Student 1855-'56; A. B. and A. M. Princeton; Major C. S. A. on staff of President Davis; Lawyer in Mobile; removed to New York, 1869; Assistant Corporation Counsel to W. C. Whitney. Born May 20, 1838; died Nov. 5, 1898.

Gorrell, Albert Barrow, Winston, A. B., 1862; Col., N. C. State Guards; Merchant and Manufacturer; Mayor of Winston. Born 1840; died Nov. 5, 1898.

Green, Frederick Augustus, Durham. Student 1887: Lawyer. Born Sept. 21, 1871; died Oct. 29, 1898.

Manning, John. Born in Edenton, July 30, 1830; died in Chapel Hill Feb. 12, 1899. A. B. 1850; A. M.; LL. D., 1883; Lawyer; Member of Convention of 1861. Regimental Adjutant C. S. A.; Commissioner under Sequestration Law C. S. A.; Member of Congress U. S. A. 1871-'73; Member of General Assembly 1874-'75; Code Commissioner, 1881; Member of Constitutional Convention of 1875; Trustee U. N. C. 1874-'95; Professor of Law 1881-'99; Delegate to the General Convention of Protestant Episcopal Church.

Shorter, Henry Russell, Eufaula, Ala.; Born Feb. 28, 1833; died Nov. 27, 1898; A. B. 1853; Major C. S. A.; Chairman of State Rail Road Commission of Ala.

Sutton, William Thomas, Born in Bertie Co., N. C., Mar. 5, 1838; died in Norfolk, Feb. 1899; A. B. 1858; M. D.; Brigade Surgeon C. S. A.

Tucker, Wm. Ruffin, Raleigh, Ph. B. 1887; Born Mar. 1, 1866; died Jan. 16, 1899; Director of National Bank of Raleigh, of the Seaboard Air Line R. R. Co. and its branches, and other companies; Secretary and Treasurer of the Graystone. Granite and Construction Co.

Winborne, Robert Henry, Born in Hertford Co. July 12, 1826; died in Chowan Co., Nov. 7, 1898; A. B. 1847; A. M. 1850; Teacher; Planter; Physician; Superintendent of Health of Chowan Co.

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THE

UNIVERSITY RECORD.

University of North Carolina.

VOL. IV, NO. 4. QUARTERLY, FIFTY CENTS A YEAR. JUNE, 1899.

Entered at the post-office at Chapel Hill, N. C., as second-class mail matter.

I have an ideal for this University. My desire would have it a place where there is always a breath of freedom in the air; where a sound and various learning is taught heartily without sham or pretense; where the life and the teachings of Jesus furnish forth the ideal of right living and true manhood; where manners are gentle, and courtesies daily multiply between teacher and taught; where all classes and conditions and beliefs are welcome and men may rise, in earnest striving by the might of merit; where wealth is no prejudice and poverty no shame; where honorable labor, even rough labor of the hands, is glorified by high purpose and strenuous desire for the clearer air and the larger view; where there is a will to serve all high ends of a State struggling up out of ignorance into general power; where men are trained to observe closely, to imagine vividly, to reason accurately, and to have about them some humility and some toleration; where, finally, Truth, shining, patiently like a star, bids us advance, and we will not turn aside.—President Alderman.

The one hundred and fourth commencement of the University is over and all are agreed that it was one of the pleasantest and most successful of recent years. The weather was most propitious and the University was never lovelier, decked with all the beauty of spring.

An unusually large number of alumni were in attendance upon the commencement exercises coming from all parts of the State. This is always gratifying to those who have been in charge of the interests of the University. Still they feel that the alumni as a body do not come up to the full measure of their duty, or privilege shall we say, in this respect. Their presence in great numbers would cheer the hearts and strengthen the hands of those who are spending energy and life for the University's advancement.

It is hoped that a new era is coming in the relation of the sons of the University to their *alma mater*. Probably no more important action was taken at this Commencement than that looking to the reorganization of the Alumni. This will be pushed, and just in proportion as the union of these her sons, who have gone into the world, is perfected will the strength and capacity for growth of the University be increased.

THE UNIVERSITY IN THE PUBLIC SERVICE.

Corrections and Additions.

The following Alumni of the University of North Carolina, who have held high office, were accidently omitted from the list published in the January number.

Edward J. Hale, Consul to Manchester, Eng.
Duncan K. McRae, " " Paris.
Wm. H. Polk, Chargé d' Affaires, Naples.

U. N. C. REPRESENTATIVES IN U. S. CONGRESS.

		Began.
Lemuel Sawyer,	Camden,	1807.
Wm. C. Love,	Rowan,	1815.
Thomas H. Hall.	Edgecombe,	1817.
John Giles,	Rowan,	1829.
Wm. B. Shepard,	Pasquotank,	1829.
Burton Craige,	Rowan,	1852.
* R. B. Gilliam,	Granville,	1870.
Daniel L. Russell,	New Hanover,	1881.

Of the Alumni in the House, besides those mentioned in our last, Lemuel Sawyer served 14 years, John S. Henderson 10 years and Burton Craige 9 years.

Number of Representatives in Congress of U. S., counting R. B. Gilliam, 134; Alumni of U. N. C., 56, or 41.8 per cent.

Some have supposed that it was an error to name Archibald D. Murphey as one of the Supreme Court. The fact is that he was elected for one term, because one of the Judges had been attorney for an important case pending in the court.

U. N. C. JUDGES OF THE SUPERIOR COURT.

Louis Hilliard,	Pitt.
Jacob Battle,	Nash.
Wm. N. Mebane,	Rockingham.
Dossey Battle,	Edgecombe.

Members of Superior Court Judges 1819—1898, 133; Alumni of U. N. C. 55, or 41 per cent.

We add a partial list of U. N. C. Alumni, who have held office beyond our State limits.

Samuel F. Phillips, Solicitor General, U.S.A.

UNITED STATES SENATORS.

Thomas H. Benton,	Missouri.
Francis P. Blair,	"
William R. King,	Alabama.
John H. Eaton,	Tennessee.
A. O. P. Nicholson,	"
Thomas C. Manning,	Louisiana.

* Died before taking his seat.

MEMBERS OF THE U. S. HOUSE OF REPRESENTATIVES.

Mark Alexander,	Virginia.
Joel Holleman,	"
John Y. Mason,	"
George C. Dromgoole,	"
George W. L. Marr,	"
James K. Polk,	Tennessee.
Aaron V. Brown,	"
Thomas H. Benton,	Missouri.
Francis P. Blair,	"
John Bragg,	Alabama.
Gaston A. Robbins,	"
Wm. P. McLean,	Texas.
Jacob Thompson,	Mississippi.
Alfred B. Irion,	Louisiana.

UNIVERSITY OF N. C. JUDICIARY IN OTHER STATES.

JUDGES OF THE SUPREME COURT.

Walker Anderson,	Florida.
A.O.P.Nicholson,(Chief Justice)	Tennessee.
Wm. S. Bryan,	Maryland.
Edward A. Keeble,	Tennessee.
Thomas L. Williams,	"
Thomas J. Haywood,	"
Thomas C. Manning, (Chief Justice),	Louisiana.
Alfred B. Irion, " "	"
Tim Ervin Cooper,	Mississippi.
Edward G. Pasteur,	Alabama.
Samuel Hall, (Chief Justice,)	Georgia.
Waller R. Staples,	Virginia.
Augustus VanWyck,	New York.

SUPERIOR COURT JUDGES.

Enoch J. Vann,	Florida.
Alfred C. Whitner,	"
Nathaniel W. Williams,	Tennessee.
Bromfield S. Ridley,	"
Calvin Jones, (Chancellor),	"
Wm. M. Inge,	"
Flavillus S. Goode,	Louisiana.
Robert N. Ogden,	"
Jonathan Osborne,	"
Thomas B. Graham, (Chancellor),	"
John Bragg,	"
Wm. S. Chapman,	Alabama.
Wm. P. Webb,	"
Thomas M. Arrington, (City Court)	"
John Y. Mason,	Virginia.
Berryman Green,	"
James Grant,	Iowa.
Samuel A. Holmes,	California.
Thomas J. Lacey,	Arkansas.
Robert T. Fuller,	"
Joseph W. Townsend.	"
Daniel B. Baker,	Florida.

U. N. C. GOVERNORS OF OTHER STATES.

John H. Eaton, (Territorial)	Florida.
John Branch, "	"
Wm. D. Moseley, (State)	"

James K. Polk,	Tennessee.
Aaron V. Brown,	"
Jacob Thompson,	Mississippi.
Vernon H. Vaughn, (Territorial),	Utah.
Abram Rencher, "	New Mexico.
Wells Thompson, (Lt. Gov.)	Texas.

ATTORNEYS GENERAL.

Patrick H. Winston,	Washington.
Joseph Branch,	Florida.
Flavillus S. Goode,	Louisiana.

ATHLETICS.

The success of the University teams in foot-ball and base ball for the session of 1898–'99 has been most gratifying. Indeed one may say that it is a remarkable record. During the session twenty-three games were played and only two lost. The foot ball team did not lose a single game.

The names of the foot ball team have been given in a previous number. Those of the base ball team are as follows:

R. A. Winston, Captain,	1st Base and Pitcher.
E. Graves,	Catcher.
R. B. Lawson,	Pitcher.
C. S. Alston,	2nd Base.
H. A. Lambeth,	3rd Base.
Graham Woodard,	Short Stop.
T. T. Allison,	Left Field.
F. O. Rogers,	Centre Field.
John Donnelly,	Right Field.

W. A. Reynolds, who has coached the foot ball team for two years, will coach them again next fall. A game will be played with Princeton and the final game of the season is to be played in Atlanta against the University of Georgia. The scores of the games follow:

BASE BALL GAMES.

U. N. C.	vs.	Horner,	24 to 2
U. N. C.	vs.	Bingham,	14 to 0
U. N. C.	vs.	Guilford,	14 to 1
U. N. C.	vs.	Oak Ridge,	11 to 0
U. N. C.	vs.	Lafayette,	4 to 13
U. N. C,	vs.	Lafayette,	5 to 2
U. N. C.	vs.	Lehigh,	18 to 4
U. N. C.	vs.	Lehigh,	7 to 5
U. N. C.	vs.	Lehigh,	5 to 0
U. N. C.	vs.	Univ. Md.,	5 to 6
U. N. C.	vs.	Roanoke,	15 to 1
U. N. C.	vs.	Georgia,	2 to 1
U. N. C.	vs.	Mercer,	10 to 4
U. N. C.	vs.	Georgia,	10 to 1
			142 to 40

FOOT BALL SCORES.

U. N. C.	vs.	Guilford,	18 to 0
U. N. C.	vs.	A. and M.,	34 to 0
U. N. C.	vs.	Greensboro,	11 to 0
U. N. C.	vs.	Oak Ridge,	11 to 0
U. N. C.	vs.	V. P. I.,	28 to 6
U. N. C.	vs.	Davidson,	11 to 0
U. N. C.	vs.	Georgia,	44 to 0
U. N. C.	vs.	Auburn,	24 to 0
U. N. C.	vs.	Virginia,	6 to 2
		Total,	187 to 8

LITERARY SOCIETIES.

The condition of these honored bodies is most flourishing. Numerous joint debates have been held between them. The debate with the University of Georgia was won by our representatives, making two out of three of these debates won by North Carolina. For the coming year a debate has been arranged with Vanderbilt University to be held at Nashville and the annual debate with Georgia will be held in Chapel Hill. A great deal of interest is felt in these contests and the student body shows if possible even greater pride in them than they do in their athletic champions.

IMPROVEMENTS DURING THE SUMMER.

There will be a large amount of building going on at the University this summer.

Gerrard Hall is to be re-roofed and in part remodelled. Additions will be made to most of the laboratories.

A new system of water works is to be put in, as provided for by the Legislature. Cost $7,500.

The Alumni Hall is to be completed at a cost of $20,000.

The Carr Building is to be erected at a cost of $15,000.

One Hundred and Fourth Commencement.

The Commencement for 1899 was properly and auspiciously begun by the baccalaureate sermon on Sunday, May 28. This was preached by the Rt. Rev. Hugh Miller Thompson, Bishop of the diocese of Mississippi.

At 11 A. M. the Senior Class in cap and gown marched into Gerrard Hall where already a goodly audience had gathered. The services were opened with a bass solo "My Hope is Built on Nothing Else," by Mr. Halcott Anderson, of the University. The morning service and prayer were read by Dr. Meade, and Bishop Cheshire read the lesson of the morning. President Alderman then introduced Bishop Thompson as the Baccalaureate Preacher for the academic year.

The text selected was from Paul's Second Epistle to Timothy, 6th and 7th verses, and in presenting the picture of the old man, a prisoner in the Mamertine prison at Rome and soon to meet the death of a martyr, sending his parting advice to to the young man beginning his career, Bishop Thompson did not fall short of his high reputation as a great preacher. It was in plain and simple language, but forcefully and eloquently, that he impressed upon the young men before him the meaning of life, the call to service and the highest, truest success. the following abstract can give at best but an imperfect idea of the sermon:

"For I am now ready to be offered and the time of my departure is at hand. I have fought a good fight, I have finished my course, I have kept the faith."

"It was an old man advising a young man. It is a very bold thing to do under any circumstances, for there are few men whose lives are not largely failures, and the man who writes this is a prisoner at Rome and does not expect to come out of the prison until he comes out to die, yet he advises one in the full flush of manhood.

"The prisoner's ancestors were kings and princes and prophets when the old Norman blooded English were running wild in the German forests. His pedigree was a part of the nation's life. He was educated in Jerusalem at the highest school to teach the theology of his own people; was educated in Greek literature; was a Roman lawyer and a Roman gentleman. He was not only a Jew of high descent and highly educated, but he was a Roman citizen. His psychology was that of a Plato—body, soul and spirit make up the man. This man began life with every element of success: but one day there came to him a conviction and he cast away every advantage he had in life; his friends turned against him and slandered him, and heaped malediction and persecution upon him, who had been the hope of the race, with any place open to him as a Roman or Jew. He had gone to a sect which every man talked against. He left all these advantages at the very dawn of life not for great rewards, for I think he was aware of what awaited him—bonds and punishment, imprisonment and shipwreck, and at last the Roman prison and the Roman death.

"And yet this man had decided to advise the young man he loved as a son to take the same course. By the measure of the forum St. Paul had made a most abject failure, yet he does not seem to think he has failed. 'I have fought a good fight, I have finished the course laid out, I have kept the faith, henceforth there is laid up for me a crown of righteousness.' He claimed the victory with his feet on the brink of the grave and the grave crumbling underneath, and the grave a bloody one.

"Is St. Paul's measure of success ours? I believe it to be the sole abiding measure of success for all men worthy the name man. There is only one thing which a man can hold as a permanent possession in the face of a condition like Paul's, and that is his own personal character. The rich man becomes poor and yet the man has not failed in your estimation of a man because he has brought out of that failure his whole manhood untouched, strengthened, and you honor the man for the grand way in which he bore his failure; the manhood of the man is

there yet. So all men fit to judge St. Paul knew there had been no failure but a grand success. Was St. Paul or Nero victor? You and I today answer without hesitation, the prisoner was the victor. Nero is a name blackened by the thought of every man as long as he lives on the earth. Every Christian flag that casts its shadows on every ocean and every sea is a memorial to St. Paul. The words he wrote, the thoughts he spoke have made your lives, mine, the millions, what they are. His views of life are stamped into the souls of the leaders of mankind. I know no such name in history that is human. In the centre of London there soars above you, into the blue, Wren's dome; the shadows fall on the streets and on the crowding masses, and a golden cross crowns it all. Whose is this church? St. Paul's. They do not build such monuments for kings, for heroes. And this, nineteen hundred years ago. The one thing man brings out of life is life itself. Those who enter it need not blind their eyes to the fact that life is a fight. There is no shame in the fact that life is a struggle for existence. There are friends here, friends in boyhood, friends in manhood, but they will be striving with one another in a few months. Am I going to say, like a fool, that it is wrong, that men should not come to close grips with each other and see who is the better man. We have got to wrestle it out and see who survives.

"But shall it be a manly struggle or a brutal struggle; shall a man fight like a wolf or fox or like a man? Just as a man plays football, just as he works in the boat race, shall he not work in life the same way? Why hate your opponent? College ethics would not sustain you in hating your opponent in the game, and one day the ethics of the world will not sustain you. It is a fight, a battle, but the battle must be fought with neither malice, cruelty nor hate.

Turning to the members of the Senior Class the Bishop addressed them as follows:

"Now young men of the Senior Class your shady days are passing rapidly. Over you yet wave the boughs of springtime and the grass is green under your feet and the coolness falls about you, but out yonder, as you look on, is the dry sand, the burning desert, the hot sun and the toil. What you are will be decided there largely by what you have done here, but to all of you life will be a struggle, and you ought to accept it as such. You cannot keep a true life any other way. The life of self-indulgence is a wreck from the beginning. If you are going to walk your course at all you will walk often with torn hands and bleeding feet and aching heart. You will find the fight of life bitter. All of us who have gone through a large share of the fight and have the whiteness of the years upon us know what it means. The final test of your manliness is what kind of fighter you are going to be. With the world's examples behind you to push you on; pride in your race; pride in your nation, honest pride; pride in your State, manly pride; pride in your family, pride in the father and mother that bore you; pride in those before them; with these and the culture gained up to date you are entering on life, and I would not spare you if I could one single trial of the grit in you, and the metal of which you are made. The only victory that will satisfy the world and those that come after you is the victory that brings you out of the struggles of life, bare and poor as you entered it if need be, but a man every inch of you. To stand at the end like this old man and say I have not made money, I have not held office, my name has not been sounded in the trump of fame, but 'I have fought a good fight, I have finished the work I set out to do, I have kept the faith,' is the only true success."

Address Before the Law Class.

On Monday Judge Henry Groves Connor delivered the annual address before the Law Class. This has become an established feature of Commencement. After a tribute to the memory of Professor Manning, whose loss is still so deeply felt by the University, he referred to the excellent selection made by the Trustees of Judge Shepherd as his successor. No abstract is given of Judge Connor's speech as it is to be published in full and will be distributed by the University.

On Monday night the usual reunion exercises were held by the Dialectic and Philanthropic Literary Societies.

Senior Class Day.

Tuesday was largely devoted to the exercises of the Senior Class. At 9 A. M. they marched to the Chapel for prayer. At 11:30 A. M. they met again in the Chapel and the following programme was carried out.

Address of Welcome, J. S. Carr, Jr., President of the Class.

History of the Class, J. E. Latta, Historian.

Class Poem, J. M. Sitterson, Jr., Historian.

Prophecy of the Class, H. B. Holmes, Prophet.

At the close of these exercises Mr. J. S. Carr, Jr., presented to the University on behalf of the Class a bust of Governor Z. B. Vance. This was accepted by President Alderman on the part of the University and by Hon. R. T. Gray on the part of the Trustees. The bust will be placed in the library.

After these exercises were over the Class of 1879 took the rostrum. Four out of a membership of twelve responded to the roll-call. The meeting was presided over by W. J. Peele of Raleigh. Hon. F. D. Winston, of Bertie, in a most humorous and interesting speech outlined the history of the class, the first to enter at the reopening of the University in 1875. The present roll of the class is :

Lawyers : James S. Manning, Gaston A. Robbins, W. J. Peele, R. W. Winston and Francis D. Winston. Doctors : John M. Manning, K. P. Battle, Jr., R. B, Hendersou and Isaac M. Taylor. Farmer : W, L. Hill. Railroad, A. C. Srings. Minister : Robert Strange, D. D.

In the afternoon the Senior Class, which is fifty-nine strong this year, marched from Memorial Hall to the famous old "Davie Poplar," most beloved of University landmarks, where the first meeting of the trustees was held when the University was founded, The full programme follows :

Procession from Memorial Hall to Davie Poplar.

Song—" We are the Boys of '99."

Reading of Class Statistics, W. E. Cox, Statistician.

Smoking of Class Pipe ; 'Varsity Yell ; Planting Ivy by E. D. Broadhurst.

Each class hereafter will make the planting of ivy from some famous spot a part of its exercises. This year the ivy came from the mausoleum of Gen. Robert E. Lee at Lexington, Va.

Junior Class.

At 8 o'clock in the evening orations were delivered by representatives of the Dialectic and Philanthropic Societies.

The following were speakers and the subjects of their orations :

Dialectic Society—.

A. R. Berkeley, of Atlanta, Ga.: "The Great Commoner."

T. T. Allison, of Charlotte : "The Perfect State."

G. N. Coffey, of Patterson : "A Menace to Republicanism."

Philanthropic Society—.

N. E. Ward, of Wilson : "The World Power."

D. B. Parker, of Benson : "What Shall be our National Ideal?"

A. J. Barwick, of Gripton : "The True Sectionalism."

The Representative's Medal was awarded to Mr. G. N. Coffey.

After the orations a reception was tendered the students, alumni and visitors by President Alderman and the Faculty in Commons Hall.

The names of the young gentlemen who carried off the honors in their respective societies have been announced. From the Phi. Society R. D. W. Connor, of Wilson, won the debaters' medal and W. P. Jacocks, of Windsor, the declaimer's medal. From the Di. Society R. R. Williams, of Newton, won the declaimer's medal and W. S. Wilson, of Gatewood, the debater's medal.

Meeting of Trustees.

The Board of University Trustees held its

annual meeting at 3:30 Tuesday afternoon. Members of the board who were present were: Thomas S. Kenan, J. S. Carr, John W. Graham, R. H. Battle, J. S. Cunningham, Charles McNamee, F. H. Busbee, F. D. Winston, Fred Philips, Marion Butler, James S. Manning, H. A. London, Z. V. Walser, Elihu White, Benjamin Mitchell, Bennehan Cameron, W. H. S. Burgwyn, P. B. Means, K. P. Battle, W. T. Whitsett and James B. Lloyd.

Mr. Roebling, the newly elected Trustee from Asheville, was also present but did not attend the meeting as his term does not begin until November.

The meeting was presided over by Major J. W. Graham in the absence of Governor Russell. Several matters of importance looking to the growth of the University were acted on. Major W. A. Guthrie, Chairman of the Visiting Committee, the other members of which are W. H. Day and Charles McNamee, read an able report reviewing the year's work and making several recommendations. The report and suggestions were adopted. At the suggestion of the committee, Mr. George M. McKie was elected permanent instructor in expression. Mr. McKie is a graduate of the Boston School of Oratory. He will also teach in the coming Summer School.

A department of instruction in dyeing and dye stuffs was added to the chemical department. Dr. Thomas Clarke will have charge of this department. He is a graduate of the University of North Carolina and of the University of Bonn.

Fourteen hundred dollars was distributed among the departments for equipment and materials according to their needs.

Prof. K. P. Harrington tendered his resignation as professer of Latin and Mr. J. Crawford Biggs resigned as assistant professor in law. Both resignations were accepted, that of Mr. Biggs to take effect September 1st. Prof. Biggs' successor will be chosen at a later meeting. As successor to Prof. Harrington, Dr. Henry Farrar Linscott, formerly associate, was chosen full professor of Latin. Dr. Linscott is a graduate of Bowdoin College and of the University of Chicago. Dr. Baskerville was made associate professor of Chemistry.

The degree of Ph.G. was established for the course in pharmacy and conferred on four gentlemen.

A committee composed of Richard H. Battle, E. A. Alderman and Marion Butler was appointed to devise means of completing the alumni building.

Commencement Day.

Wednesday, May 31, was the closing day of the session. At 9:30 A. M. the alumni held an important meeting at which action was taken looking to a thorough reorganization. A report of this meeting will be found on another page. This matter was further discussed by the alumni at a night meeting held at 9:30 P. M., at which Col. Thos. S. Kenan presided and Messrs. Joyner, J. O. Carr, W. A. Guthrie and E. A. Alderman spoke.

At 11 A. M. the Academic Procession of Seniors Trustees, Alumni and Faculty formed and marched around the Quadrangle and into Memorial Hall. For hours the people had been gathering until from two to three thousand were present. The exercises were opened with prayer by Dr. Thomas Hume, Jr. President Alderman gave a brief review of the session just closing and then read the names of the Seniors with the subjects of their theses. These were as follows;

Charles Skinner Alston. *The Relation of Property—A Social Problem.*

Edward Stephenson Askew. *A New Conception of National Expansion.*

Marsden Bellamy, Jr. *The North Carolina Tory in the Revolution.*

Edgar David Broadhurst. *The Vital Principle of a Constitution.*
Charles C. Brown. *Man's Relation to Truth.*
James Philips Bunn. *The Kinship of Life—A Study in Evolution.*
Cameron Belo Buxton. *College Athletics.*
Julius Alexander Caldwell, Jr. *Mimicry in Animals and Plants—A Study in Involuntary Resemblances.*
Charles Stafford Canada. *A Poet of the People.*
J. R. Carr. *Arabian Medicine and its Influence.*
Julian Shakespeare Carr, Jr. *Military Rule in the South after the Civil War.*
Francis William Coker. *The Development of the Hebrew Religion in Captivity.*
William Edward Cox. *The Bible and Science.*
Fred Jackson Coxe. *Man in Relation to the State.*
Walter Scott Crawford. *Genesis of Falstaff.*
Claude B. Denson, Jr. *Thackeray's Women.*
John Donnelly. *Customs and Habits of our Anglo-Saxon Ancestors.*
Blanford Barnard Dougherty. *The Effects of the Reigns of Tyrannical Kings upon the Promotion of Liberty.*
Jesse Knight Dozier. *Symmetrical Culture.*
Junius D. Grimes. *The American Judiciary.*
H. P. Harding. *Government in Relation to Freedom.*
Charles Foust Harris. *Shylock.*
Eugene F. Hartley. *The Soldier of the Republic.*
Joseph Henry Hewitt. *Education the Prime Function of the State.*
Howard Braxton Holmes. *Lucifer.*
Virgil Laurens Jones. *The Real Bismarck.*
Robert G. Kittrell. *Our Debt to Holland.*
Warren L. Kluttz, Jr. *Some Zirconium Citrates.*
Edward M. Land. *The Decadence of the French.*
Benjamin Benson Lane, Jr. *The True State.*
Everett Augustine Lockett. *The Function of the Nervous System.*
Henry Mauger London. *Reconstruction in North Carolina.*
John M. McFadyen. *Education and Politics.*
Alexander C. Miller. *Phosphate Deposits.*
Francis Moore Osborne. *Feeling in Religion.*
Edmund Vogler Patterson. *Facts Bearing on the Development of Organic Chemistry.*
Samuel Watson Reaves. *A Compensation of Errors in the Early Methods of the Calculus.*
Joseph M. Satterson, Jr. *The Oxford Movement.*
George Davis Vick. *The Fool in Shakespeare.*
Henry McGilbert Wagstaff. *The Religious Problem in our Newly Acquired Territory.*
Thomas Davis Warren. *The Law of Water Courses as Commercial Highways.*
Henry L. Watson. *Analogues of the HolyGrail.*
L. R. Wilson. *Scotch Traits in Thomas Carlyle.*
William S. Wilson. *The Evolution of the State.*
Edward Jenner Wood. *The History of Vaccination.*
Ernest Horatio Woodson. *College Athletics.*

MASTERS OF ARTS.

Katharine Cecilia Ahern, A.B. (Smith College) 1898. *The Genesis of Goethe's Mephistopheles.*
Archibald Henderson, A.B. 1898. *The Theory of the Generating Lines of a Hyperboloid of one Sheet.*
William Johnston Horney, A.B. 1897. *The Poetic Interpretation of Nature: Chaucer and Wordsworth Compared.*
Mary Pearson Kendrick, A.B. (Smith College) 1898. *The Nemesis Idea in Aeschylus: Its Development from the Earliest Poetry of the Greeks.*

The Senior speakers, chosen by competition, were then introduced.

J. E. Latta, *Institutionalism and its Demands.*
John M. Greenfield, Jr., *Colonial Assimilation.*
Thomas G. Pearson, *The Quaker a Factor in Civilization.*
Thomas C. Bowie, *Republicanism versus Imperialism.*
R. D. W. Connor, *Revolution in Civilization.*

The Commencement Address was then delivered by Dr. Nicholas Murray Butler of Columbia University of New York. His subject was, "The Function of Higher Education in the State." This brilliant address, wise, vigorous, eloquent, was one of the wisest and most helpful ever heard from the University rostrum.

At the close of this address the diplomas and bibles were conferred by the President; Professor Alexander, on behalf of the faculty presenting the bachelors of arts, Professor Gore the bachelors of philosophy and science, and Professor Battle the masters of arts.

With this ceremony the exercises of the 104th commencement were closed.

PRIZES WON AT COMMENCEMENT.

The Holt Medal in Mathematics. Chales Whitehead Woodson.
The Hume Medal in English Composition. Louis Round Wilson.
The Worth Prize in Philosophy. Francis William Coker.
The Harris Prize in Anatomy. Walter Vernon Brem, Jr.
Early English Text Society Prize. John William Canada.
The Greek Prize. Philip Hall Busbee, Milon McIntosh.
The Representative's Medal. George Nelson Coffee.
The Mangum Medal in Oratory. Thomas Contee Bowie.

ADDRESS OF DR. BUTLER.

Sons and Daughters of North Carolina:

It is a custom, time-honored and appropriate, that all over this broad land of ours we assemble together about our institutions of learning at the close of each academic year and celebrate with joyous festivity the completion of a formal course of study by those who, having been trained, strengthened and furnished, are about to leave the sheltering care of the State and begin for themselves as individuals the task of contributing to its greatness and to its perpetuity. It is fitting too, especially befitting a free, intelligent and democratic people, that we should at this time take counsel together in order that we may each go back to his home strengthened, refreshed, and stimulated by the consideration of some movement or problem peculiar to our time and condition and for dealing with which we may not, if we would, escape the responsibility.

If we undertake to inform ourselves adequately as to any aperiod of history past or present, it is the first essential that we should be able to fix what I may perhaps call its emotional centre of gravity. We must know where the lines cross which lead straight back, in the largest sense, to those matters which truly interest and touch the life of the great mass of our people.

I take it that the observer of our own time must agree with me that our emotional centre of gravity is to be found in and about two closely related problems, the problem of labor and the problem of education. They are related because in a deep sense they are one. They are related because in every sense they are the outgivings of one set of forces and principles. Labor and education are at the forefront of our public and private interest by reason of the great economic changes of this century. Those changes, which have been so swift as almost to escape the observation of those before whose eyes they have happened, and so complex in their manifestations and results as almost to defy computation, those changes are in a large part of a threefold character.

They are, first of all, the displacement of hand labor by machinery. Beginning in the early part of the century with the institution of the factory system and continuing in influence and effect to our own day, this apparently simple change has wrought a revolution in the basis of our industrial civilization, which revolution in turn makes demands of its own upon our political policy and upon our educational endeavor.

Next, the march of the years has been marked by the shifting of population from rural to urban communities. The census of our people about to be taken will show that almost, if not quite, one-third of our seventy odd millions of people are gathered together in great communities with all their contrasts of comfort and and of want, of opportunity and of limitation, of happiness and of suffering. A great city is in many respects the typical achievement of the nineteenth century and the one which will most tax the resources of the twentieth.

Then too, in the third place, we have witnessed such vast organization of capital and of labor that the old rule of individual competition upon which the orthodox political economy of the middle-century was based, is no longer adapted to the conditions and problems of the moment. We are face to face with immense aggregations of capacity and of endeavor, and the isolated individual fails to inform us of the length and breadth and latent power of the organized mass.

I need not remind you in this University that these great forces of themselves produce an educational problem. Coupled, then, with the rapid spread of democracy, with the growth of individual responsibility for public concerns, how is it possible for us to deny that the problems of labor are the problems of education, and their solution a coming educational opportunity. We are apt, I think often to forget how sternly real a thing an education is. We are apt too often to regard it as a luxury to be gained if we may, but as something for which no great sacrifice of private time or public tax is justifiable. Only the other day one of our nation's great captains of industry, who prides himself on being self-made, called public attention to the fact that to undertake a systematic education beyond the age of fifteen or sixteen years was a waste of time, and he pointed to himself, the proud possessor of $50,000,000. The answer came a day or two later from a distinguished citizen of our country, who said that no educated man would have the effrontery to say to the public that he was such a slave that

the making of millions was the object of his life.

It is worth our while, ladies and gentlemen, to be free. Freedom is not lack of shackles on the feet; it is a matter of the spirit and the spirit's own, and the most real, most vital, most uplifting ambition and achievement of life is the attaining of real in opposition to spurious freedom. Money cannot buy it; inheritance will not transmit it; it is the product of individual achievement, through social cooperation. A man may, I grant, instruct himself; educate himself, he cannot. That requires the community of which he is a part, in which he is a factor; a community conscious not only of its methods, but of its ends as well. The end, the aim, the ideal, is the most real thing that humanity has ever seized hold of. Measure it by active power, measure it by transmitted force, measure it by influence upon men and nations, and I challenge you to produce any type of reality which will compare for a moment with the ideal which is education's own. We hear it said sometimes, too, that education is a matter of private concern beyond the field fit for the reasonable employment of the people's wealth. I say shame on such narrowness and such demagoguery! That is the conception of education which makes the school a hospital and a penitentiary. It stands not for the nation's life but for its partial death. It makes the school a place to confine those who may not be permitted at large. It has no relation to the needs of those whose largemindedness is the safety of the state. Any conception of public education which regards it directly or indirectly as a provision made by all for the relief of the poor, is a shameful and degrading conception of the American system. It is undemocratic to a degree. True democracy, as distinguished from government by the mob, realizes its duty to the rich, to the well-to-do, as well as to the poor and struggling. Is it not the object of the poor to become rich, of the struggling to become well-to-do? Are we to have class education in this community of ours or is the people's life to be as broad as the people's theory of life? Let us be ashamed to deny our humblest citizen the opportunity which he often sorely needs, to be strengthened, educated, at the State's own hands. Let us also be ashamed to deny an equal opportunity to the rich. We are not unlikely to have that form of problem on our hands during the next generation.

There is another phase of the matter which is sometimes overlooked, and that is the absolute necessity of the higher education for which this great University stands, with its fellows throughout this country; it is an absolute necessity to the elementary and secondary education of America. Men who try to solve the problem of perpetual motion are in the insane asylum. The attempt to feed elementary education on itself alone is perpetual motion transformed. Strike at the human heart effectually and the listless fingers close in death. Strike at the source of scholarship and supply, and every remotest member of this body politic falls back stricken and weak. There is no escape from that proposition; and furthermore, where are you going to get the directive capacity to handle these economic problems of labor and education in the public interest? Is that to be provided by private enterprise, by private sagacity and ingenuity? If so, on what principle of public or private morality do you anticipate public returns from the solution so made? Render unto Caesar the things which are Caesar's. Let the State claim its own, in order to obtain its own; and if it turn its back in any degree on its own it must not expect to escape the consequences. You will pay the cost of neglecting higher education in class hatred, country against city, rich against poor, agriculture against manufactures, corporation against individual: you will sow the seed of every sort of economic disease in the body politic. You can only remove these dangers by producing a directive capacity which in these university halls has learned to study facts in the light of history, calmly, broadly, dispassionately, and as a beneficiary of the state; then you may hold your directive capacity to its wise application. You are on the high road to securing public control of public concerns.

If you shut the door of higher education at the cost of the State, you are putting a premium upon private treatment of public concerns. There is absolutely no escape from this argument, and the prosperity of this and other commonwealths

depends upon its frank recognition, and upon its being acted upon and lived up to.

Again, how many of us remember the character of the return which education pays upon investment. Taking our material friends at their extremest words, and stating the problem as they put it, how many of us have stopped to think what the return is in dollars and cents? I hear it said sometimes in the newspaper press, in the pulpit, in the legislature, that there is a great deal of money expended for education. Perhaps a halt should be called, and a few thousand taken here a few thousand taken there, in order that the tax budget may be less and in order that the demagogue's customary appeal may be made to the unthinking voter. I am prepared to demonstrate—as is any other student of education—that there is no other form of public investment that begins to pay the return on capital invested, as the money spent on education, whether measured in dollars and cents, or in terms of our ideals.

Permit me to illustrate this by some facts within the knowledge of all of us. Where the public school term in this country is longest, there is the average productive capacity of the citizen greatest. It is a coincidence perhaps, but it is a coincidence that follows the table of figures all the way down. When the man of science finds such a coincidence as this in his test tube or balance, he proclaims it as a scientific discovery proved by inductive evidence. The average school period, taking the United States over, is 4.3 years. The average school life of children in Massachusetts is 7 years. The proportion therefore in that state as compared to the other states of the entire union is 70 to 43. It is very interesting that the proportion of the productive capacity in Massachusetts and the whole United States, measured in terms of every man, woman and child is as 66 to 37. Education 70 to 43; productivity, 66 to 37. Now let us calculate that a moment. On the basis of 306 working days in Massachusetts, and on the basis of a population something over 2,000,000, that means that every citizen of Massachusetts, —man, woman, infant in arms,—is to be credited with a productive capacity every year of $88.75 more than the average for the Union as a whole. Or to put in the most striking fashion, it means that the excess for the state of Massachusetts for one year is $200,000,000, just about 20 times the cost of maintaining the public schools. Throw away nine-tenths, as due to "coincidence," and this state gets its money back.

Let me state that same proposition in terms of North Carolina. If the state of North Carolina could bring it about that every individual's productive capacity were increased 10 cents a day, —that is, just one-third the Massachusetts excess,—if the average productivity of North Carolina could be increased 10 cents per day for 306 working days, estimating the population roughly at 1,750,000, you would be better off in the next calendar year in this state to the amount of $54,000,000. And if you could increase to the Massachusetts excess of 29 cents, you would be better off to the extent of $160,000,000. You are now spending less than $1,000,000 on your education. I state those facts because I am confident that by them the materialist critics of education can be met on their own grounds. We can show the legislator, the tax-payer, in dollars and cents, that here and here alone they get their money back at a rate of interest prohibited by law on any other form of investment. There is absolutely no escape from that conclusion: and therefore I say when we are told that we can not "afford" to provide for education in any American commonwealth, my answer is again, we can always afford to invest fifty cents to get one dollar, where there is certainly no wide spread distrust and no serious defalcation. Educate for leadership, educate for pecuniary returns: make your reason for education as base as you please, yet if you have higher education to make the wheels go round, you will make progress. You can not produce that result with your perpetual motion machine, the elementary school alone. It requires an engine, and that engine is scholarship and comparative study.

There is no form of government which depends so absolutely for its continuance upon highly trained specialists as a democracy. A monarchy can get along without that; democracies can not. There would be no more unfortunate thing that could happen to this country than the leveling off of every capacity into evenness. Divide evenly the entire accumulated

wealth of the United States, distribute to each of us a portion, and we should each be the proud possessor of some $1100. The stagnation of industry, the want, the crime, that would follow that act would be unheard of and unsuspected in the history of the world; and at the end of six months inequalities unknown before would have been established by natural forces. Take the heights of Europe and level them off, and you destroy the beauty and productiveness of a continent. Hills and valleys are gone, everything significant has disappeared, and you have left only a dull productless plane some 900 feet above level of the sea. Does that conduce to the development of civilization and the happiness of mankind? Not in the least. That sort of equality is liberty's worst foe. It is the equality that was furnished in the streets of Paris during the French revolution, and the only real equals were those without heads. It must always be so. We must establish training grounds for leaders, for men of distinction in law, medicine, education, the church, commerce, industry, invention, agriculture, applied science in every field. But we protect our democracy by insisting that that liberty to attain distinction through training be open to all. Any one who can become a leader shall be given the chance. There shall be no advantage given to the well-to-do or to the pauper; there shall be nothing given by way of handicap to the one or to the other. Rather the state says to each, here is our opportunity; seize it for ourselves. Start on this course young man, young woman, and do the best you can. We do not ask the bright to wait for the stupid, we say let each make the most of his talents and serve his state accordingly. Equality of opportunity and equality of responsibility are the only two sorts of equality that democracy knows. Every other sort of equality is a sham thing, it belongs to the mob. It tears down accumulation for the shiftless, energy for the lazy, wisdom for the ignorant; society stagnates when this sort of equality is admitted at any point in the economic or educational life.

During these past twelve months the most impressive fact as I see it, has been the universal respect, admiration and confidence shown by this entire American people for that quiet sailor statesman in Manila bay, who has been during this long and difficult period our ambassador at the court of the Public Opinion of the civilized world. Do we for a moment suppose that any of us would have been his equal in that position? No, as democrats we pride ourselves on his superiority. But there is given opportunity for each to reach the highest position of which he is capable. That, gentlemen, is democracy that means something.

The higher education as I conceive it, and as it stands related to our industrial and social concerns, stands second to no public interest. It behooves us then to understand with some definiteness and not a little circumspection and care, just what it means. How does higher education differ from lower? Higher education is the name given the world over, by common consent, to that range of study in which the student is taught for the first time to see things in perspective and by a comparative and historical method. The elementary student receives of necessity the dead products of active forces. He must take facts as he finds them, on authority, without question, for he is incapable of appreciating the causes which brought them into being. Life to him is a plane surface; it has no third dimension. The student of the higher education sees the present unrolled through the past; he gets a perspective, a point of view, a sense of depth, which makes for sanity, and helps turn knowledge into wisdom. He perceives for the first time that things as they are now have not always been so; that humanity has had some experience. The man of higher education is not true to himself if he does not test every proposition by history and comparison; if he does not ask: has this been tried before and if so what was the result? If the student of higher education is not able to ask himself these questions he has missed the lesson of the higher education; and it makes no difference whether he has specialized in the classics, mathematics, or science, unless he carries away that lesson of life. But he may come away cultured and yet lack something. The eighteenth century with its somewhat partial views, would perhaps have been willing to give the name of educated man or woman to that person who was merely cultured or cultivated. That time has fortunately gone by.

We demand before that high degree has been conferred, at least two other characteristics, efficiency and power. We do not call that man highly cultivated who, however much he knows, goes out into his environment unable to attach himself to it at any point. Education nowadays is education for life. It is education to understand civilization and survive in it: to go forward in law, in agriculture in engineering, and take hold with the firm grip of efficiency which is the result of training. We demand that, and we demand something else. Can you not recall some great name in history, who had much of the world's culture, but upon whom the high stamp of "educated" could not be put. What was lacking? Power. That power which is character, and which can only be had by service; the power which it has been beautifully said is the product of true institutionalism.

The divinely taught lesson that he who loses his life shall find it is at once within this power of which I speak. Power which comes back in terms of life is the only power known to man. Knowledge is only power when it lies deep below the surface. Knowledge is absolutely worthless unless it be made efficient, and unless it be attached to this capacity for service, and of sacrifice, which is the true note ofAmerican higher education. Whether we call it religious or irreligious makes little difference.

This higher education of ours, then, has many applications. It presents itself to us for consideration in many aspects. I have only touched upon those few which suggest themselves with most force and most appropriateness on this occasion. As I have had the privilege of sitting here and looking into the faces of the men and women, of moving about and taking by the hand the teachers and students of this University, it has been impossible for me not to ask of what is that lifeblood which is flowing year by year through these halls, and bringing health and vigor to the life of this State.

Read Germania of Tactitus and see our Teutonic ancestors coming out of the virgin forests of Germany with all these peculiar characteristics of virility, strength and independence which fortunately they have never lost till this day, and which has made it possible for their modern poet laureate to tell the story of the white man's burden in terms of the achievements of our kin. And then remember what it was, what stream bringing life and strength and fruit that fell upon that Germanic or Teutonic character and made it blossom forth eventually into that product which is ourselves. Are we not right in saying that three elements have come down the historic centuries and have united to bring us the life and strength which is ours. Is there not a little stream which rose away back in the brown and yellow fields of Palestine, bringing down to us from the Hebrew people that religious insight, that religious faith which underlies all our creeds and which has characterized us for centuries as a profoundly religious people? Is there not a thin stream trickling from hills not far away having its source in those springs at the foot of the Acropolis which has brought us our art, our science, our literature?

Is there not another and more robust stream taking its rise somewhere near the Tarpeian rock, making itself one with the Tiber, "Father Tiber, to whom the Romans pray," and bringing to us that instinct for administration, that respect for law and order, that genius for government which made the city of Rome the world's eternal capital? And have you ever thought what an insignificant bit of territory gave rise to each of those three life-giving streams? I think the three most sacred and inspiring spots in the world are the summit of the Mount of Olives, the Acropolis at Athens, and the Hill of the Capitol at Rome. Stand on those heights and in one sweep of the eye, which would hardly include an American county, you see the soil on which great deeds were done. Look down from the height of the Mount of Olives, and you see before you the white city of Jerusalem. Down here in front is the dark green patch called the Garden of Gethsemane. At your feet is the brook Cedron. Over yonder is the temple site now built upon by the mosque of Omar. Beyond is the sacred hill of Zion. Under your hand almost is the village of Bethany; beyond, the Dead Sea, Jordan, Jericho. Toward the north you see the blue hills of Samaria—all in one glance, and every foot of that soil sacred to Christian people.

Across the sea, a few hours toward the sunset, are the ruins of that most beautiful of ruins, the

temple of the Wingless Victory. The battle of Salamis was fought in front of you. Behind the hills to the right the Greeks beat back the Persians at Marathon. Here the academy of Plato and the lyceum of Aristotle. Here is the theatre where the great dramas were played; immediately adjoining is Mars Hill where you can almost listen to the voice of St. Paul calling to the men of Athens, "Whom therefore ye ignorantly worship, declare I unto you." Out of that strip of territory has come European science, art, literature. It is only two days more to the Hill of the Capitol, and there one scene after another comes to memory. One great name stands by another. There you see the history of the world for centuries.

Imagine, now, this people of ours, standing on the shoulders of those who have gone before, occupying as fair a territory as the sun ever shone on, stretching out from this early settled shore on the East, stretching across the mountains and plains and peaks until it dips away toward the setting sun, and is now stretching out its hand toward the orient that light may break in on its darkness. It reaches from the ice-line on the north and comes down to the gently rippling waters of the Gulf on the south. Peopled by seventy millions nurtured in the common school, breathing the breath of freedom, differing strongly in matters of detail, but united in defense of fundamental governmental principles; a people obligated to use the opportunity which the new century gives. What I see coming through these academic halls, shining out in the teaching of these men, going into the lives of these students, is that appreciation of all this knowledge of this, which is the true higher education. Can any intelligent commonwealth have a higher ideal than to cherish, protect and defend it?

REORGANIZATION OF THE ALUMNI.

The lack of thorough organization of the alumni and a closer relationship between them and the University has been felt for some time. There is no list of their names and addresses properly kept, no correct catalogue published. There are no local societies and the general organization is very imperfect and loosely held together. The University with its scant funds has found it impossible to pay for the simple clerical work needed to keep up these lists and publish the catalogues.

These matters were talked over and considered at the recent alumni meeting and it was decided that something must be done. For immediate clerical work a small fund was provided, Col. Kenan giving $75.00, Mr. Robert Bingham of Louisville, $50.00 and others promised contributions. The work of securing a correct list and addresses will therefore begin at once. The further work will be along three lines; the organization of local branches of the association; the organization of the classes with class meetings; the publication of a catalogue. Looking to these ends a committee of the faculty at the University and a general outside committee of the alumni were appointed. But in this labor of love every alumnus can and should help.

COMMENCEMENT ADDRESSES.

Dr. Alderman has delivered addresses at the following places during the spring:—

April 13,		Elon College.
April 14,		Horner School.
May 3,	Commencement Address,	Tulane University, New Orleans.
May 11,	" "	University College of Medicine, Richmond, Va.
May 18,		Wilson Graded Schools.
May 21,		State Normal and Industrial College.
June 7,	" "	Elon College.
June 13,		Elizabeth City, N. C.

Dr. Thomas Hume, Jr., delivered the Commencement Address at Washington and Lee University.

MEETINGS OF LEARNED SOCIETIES.

ELISHA MITCHELL SCIENTIFIC SOCIETY.

117th Meeting. Oct. 11th.

Natural Science as Interpreted by Lucretius. Professor F. P. Venable.

Notes on Some of the Colony Breeding Birds of Eastern North Carolina. Mr. T. G. Pearson.

Notes from the Jubilee Meeting of the American Association for the Advancement of Science. Professor Chas. Baskerville.

118th Meeting. Nov. 8th.

The Chemistry and Physics of Taste and Smell. Dr. Thos. Clarke.

Some Evidence of Glaciation in the North Carolina Newark. Professor Collier Cobb.

Conant on the Cubomedusae. Professor H. V. Wilson.

119th Meeting. Feb. 21st.

A New Rhizopod. Professor H. V. Wilson.

A Case of Spontaneous Combustion in a Cotton Mill. Professor Charles Baskerville.

The Nernst Incandescent Lamp. Professor Charles Baskerville.

120th Meeting. March 21st.

The Relation between Forestry and Geology in North Carolina. Professor Collier Cobb.

Secondary Heptylamine. Dr. Thomas Clarke.

Geological Conditions Favorable to Waterpower Development in North Carolina. Professor J. A. Holmes.

Mitchellite, a new Variety of Chromite. Dr. J. H. Pratt.

PHILOLOGICAL CLUB.

Sept. 27th.

Some Studies in the Elegiac Strophe. Professor Harrington.

Uniformity in the Use of Grammatical Terms. Professor Alexander.

Nov. 18th.

The Letters of Lipseies. Professor Harrington.

Nov. 22nd.

Note on Busch's "Bismarck;" Secret Pages from his History. Professor Toy.

Conceptions of Death and Immortality in Latin Sepulchral Inscriptions. Professor Harrington.

The Third Episode in Beowulf and the Nibelungenlied. Professor Hume.

Feb. 28th.

A Note on Cyrano de Bergerac. Professor Toy.

Cynewolf. Professor Hume.

The Growing Interest in Archaeological Study. Professor Harrington.

Athenian Newspapers. Professor Alexander.

March 28th.

Dialects in Modern Greek. Professor Alexander.

A Note on the Poetry of Theophile Gautier Mr. May.

Tibulliana. Professor Harrington.

Words for the Mind and its Operations in Beowulf and Elene. Mr. J. W. Canada.

Gabriel Harvey's Experiments in Classical Metres in English. Mr. Horney.

SHAKESPEARE CLUB.

Shakespeare's Transformation of the Famous Victories of Henry V. Mr. Marsden Bellamy.

Hotspere and the Douglass in Shakespeare and the Ballads. Mr. R. D. W. Connor.

The Real Joan of Arc. Mr. Archibald Henderson.

Nov. 16th.

An Unturned Leaf in the Romance of Katherine of Valois and Owen Tudor. Mr. B. B. Lane.

The Different Conceptions of Warwick as Kingmaker in the Drama and in the Novel. Miss Bessie Whitaker.

Is the Delineation of Richard the Third's Character Natural and Consistent? Mr. Broadhurst.

The Representations of Margaret of Anjou in Scott and Shakespeare Compared. Mr. H. B. Holmes.

Dec. 7th.

The Sources and Uses of the Plot of Romeo and Juliet. Mr. H. Anderson.

How Circumstances Affect Character. Mr. C. A. Shore.

The Lyrical Element in Romeo and Juliet. Mr. H. Watson.

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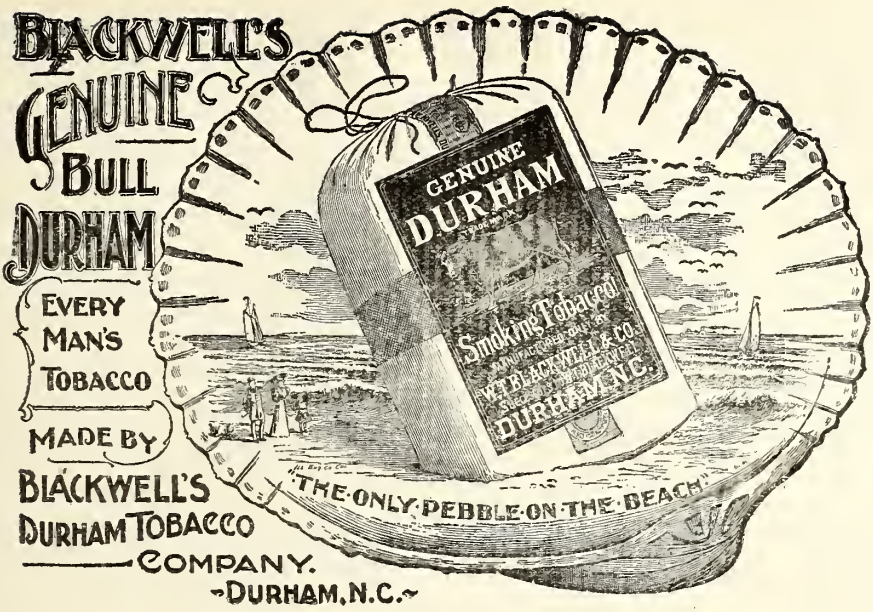

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